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ABSTRACT

This guide contains an overview and procedures for the development of three sound slide/tape programs--Application Process, Academic Advising Process, and Registration Process. The tapes are intended to enhance the factors that facilitate, and to moderate the influence of those that impede, adults in negotiating the admissions process. Their primary purpose is to provide an overview of the steps involved in helping adults gain an understanding of the process. The visuals help to provide an orientation to facilities and staff. These eight steps in the development process are discussed: establish need and audience, identify resources needed and establish a development plan, develop purpose and objectives, collect and organize information needed, develop script and visualization specifications, record narration and photograph visualization, train staff on use of equipment and audiovisuals, and evaluate, revise, and update the slide/tape program. Appendixes contain the scripts and visualizations from three sample slide/tape programs and evaluation checklists. (YLB)

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The Admissions Process: Audiovisual Information Development Guide

Interventions Based Upon the Study of Adult Educational Development: Adults Making the Commitment to Return to School

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September 1985
Lifelong Learning Program

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THE ADMISSIONS PROCESS:
AUDIOVISUAL INFORMATION DEVELOPMENT GUIDE

Educational Development Task #1:
Adults Making the Commitment to Return to School

September 1985

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
INTRODUCTION	1
Interventions for Changing Critical Factors	4
DEVELOPMENT PROCESS	9
Step One: Establish Need and Audience	10
Step Two: Identify the Resources Needed and Establish a Development Plan	10
Step Three: Develop Purpose and Objectives	11
Step Four: Collect and Organize Information Needed	13
Step Five: Develop Script and Visualization Specifications	14
Step Six: Record Narration and Photograph Visualization	15
Step Seven: Train Staff on Use of Equipment and Audiovisuals	16
Step Eight: Evaluate, Revise, and Update the Slide/Tape Program	17
SUMMARY	19

APPENDICES

A: Ashland Community College Application Process (script and visualizations)

B: Ashland Community College Academic Advisement Process (script and visualizations)

C: Ashland Community College Registration Process (script and visualizations)

D: Evaluation Checklists

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Walter W. Adams

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INTRODUCTION

In early 1980, the National Institute of Education directed the Appalachia Educational Laboratory (AEL) to conduct a Needs Assessment in the seven states served by the Laboratory. The purpose of this assessment was to have the people of the region identify what they felt were the most important educational problems facing them today so future R & D work could be directed to meet those needs.

As a result of this Needs Assessment process, AEL conducted research and development on lifelong learning.

The Lifelong Learning Program (LLP) research was concerned with identifying those factors that facilitate and those that impede adults in entering into and successfully completing postsecondary education programs. It was also concerned with helping postsecondary institutions make more effective use of resources and create more effective conditions for successful adult learning through development and validation of interventions designed to enhance the facilitating and moderate the effect of the impeding factors.

Five educational development tasks form the research framework. These tasks are: (1) making a commitment to return to school, (2) managing learning, (3) developing occupational competency, (4) planning for employment, and (5) becoming employed. Each task is sequential and involves the following R & D stages: context analysis, problem investigation and specification, intervention design, pilot test and revision, field test and product finalization, and first level of dissemination in consortium institutions, with dissemination to other institutions in the AEL Region and nationally as resources permit.

The potential impact of the LLP will give adults more control over the planning and management of their learning, help institutional staff understand the learning process from an adult motivational point of view, and provide intervention products and processes as a direct means to implement changes.

During the first phase of the LLP a research plan was developed, and public postsecondary institutions in the AEL Region providing vocational and technical training for adults were identified, reviewed, and surveyed with respect to the research problem. Seven schools were visited, two of which were selected as research sites. An in-depth study of each of the two research sites was made to develop background information and understanding of each of the institutions in which subsequent R & D activities were to be conducted.

LLP research sites were: Ashland Community College, Ashland, Kentucky; and Southwest Virginia Community College, Richlands, Virginia. Five additional sites were invited to form a consortium that served in a review and advisory capacity and provided the first level of dissemination. These sites were: Hocking Technical College, Nelsonville, Ohio; Parkersburg Community College, Parkersburg, West Virginia; Southern West Virginia Community College, Logan, West Virginia; Washington Technical College, Marietta, Ohio; and Wytheville Community College, Wytheville, Virginia.

Task #1 involved the study of adults as they formulate the commitment to return to school. This task begins with the initial consideration of returning to school, continues throughout the admissions process, and concludes with being accepted and starting classes.

The basic question that guided the research and development for task #1 was:

> What factors facilitate and what factors impede adults in making a commitment to return to school?

The research focused on adults who completed, and those who did not complete, the admissions process at each of these research sites. The sample studied was selected from the total population of adults that met the following criteria: (1) 20 years of age or older, (2) interrupted educational experience, (3) no prior postsecondary, and (4) enrolled in at least two courses for five or more credit hours. The problem identification stage of R & D, focusing on the admissions process, was conducted at each research site to identify important areas to be included in the research. Also, instrument development and interviewer training for task #1 research was accomplished during this phase.

Research on identifying critical factors affecting adults in making the commitment to return to school was completed during the 1982-83 school year and is reported in the Lifelong Learning Program Technical Report #1. This research involved a study of adults at the Ashland and Southwest Virginia Community Colleges.

Research findings identified 93 impeding factors and 101 facilitating factors that were grouped into six categories as shown in Table 1 on page 4.

Table 1

Relationship of Categories of Facilitating and Impeding Factors Affecting Adults Making a Commitment to Return to School

Facilitating Factor Categories	Impeding Factor Categories
Employment related motivators	
Financial assistance and improvement	Financial difficulties
Institutional information, services, and offerings	Lack of information and services
Institutional characteristics	Confusion/unfamiliarity with institutional processes
Personal motivators Encouragement from others	Apprehensions about self Handling multiple responsibilities Time management concerns

Interventions for Changing Critical Factors

The basic question that guided the research and development of interventions for Educational Development Task #1 was:

> What intervention(s) can be developed and used to enhance those factors that facilitate and to moderate the influence of those factors that impede adults in making a commitment to return to school?

This research question addresses the process of identifying, developing, and validating interventions to enhance the effect of the facilitating factors and moderate the effect of the impeding factors on adults in formulating a commitment to return to school. This question was considered at the Intervention Planning Meeting (IPM) held in July 1983 with key representatives of the research sites, the program consultant, and AEL project staff. The purpose of this meeting was to review the research findings and to identify the most promising ways of assisting adults in successfully

completing task #1. As a result of this meeting, a wide range of recommendations for interventions was made and special follow-up meetings were scheduled at each research site. At these meetings: (1) the critical factors were reviewed in order to base the final recommendations for interventions on the findings for task #1; (2) each recommendation made at the IPM was discussed and evaluated; and (3) the recommendations that were most appropriate for each school were identified. The site meetings involved two rounds of discussion. This was to allow LLP staff an opportunity to "broker" the refinement of recommendations between both institutions to arrive at as many interventions as possible that could and would be used by both schools. The list of areas for the preparation of intervention resource materials agreed upon is as follows.

The Admissions Process: Administrative Handbook

Admissions Management Information Tracking System
Validation of Placement Tests
Toll-Free Telephone Access Number
Information Booth
Reading Level Analysis of Admissions Documents
Educational Planning Resource Center

The Admissions Process: Staff Development Handbook

<u>Staff Training Packages</u>:
Research Findings
Academic Advising and Counseling Staff
Adult Commitment
Educational Planning Resource Center
Admissions Office and Support Staff

The Admissions Process: Audiovisual Information Development Guide

Application Process
Academic Advising Process
Registration Process

Educational Planning Course

Instructor's Guide and Student Handbooks

The product design, pilot testing, and initial revision of these resource materials were completed and field tested in preparation for final revision and dissemination. Field test validation involved a post test evaluation design using qualitative methodology to assess the effects of the resource materials in producing positive changes in the critical factors.

This Audiovisual Information Development Guide has been designed to enhance the factors that facilitate and to moderate the influence of those factors that impede adults in the admissions process. Table 2 lists these facilitating and impeding factor categories.

Table 2

Relationship of Categories of Facilitating and Impeding Factors to The Admissions Process: Audiovisual Information Development Guide

Facilitating Factor Categories	Impeding Factor Categories
Institutional information, services, and opportunities	Apprehensions about self
Financial assistance and improvement	Confusion/unfamiliarity with institutional process
	Lack of information and services

The impeding factors--related to low self-confidence, fear of not knowing what to expect, and unfamiliarity with the facilities and staff at the institution--take their annual toll eliminating many adults from educational programs before they even attend their first class. Although it may not be apparent, many adults have a very difficult and frustrating time with the application, academic advising, and registration processes. Personalizing each of the steps involved can help reduce this fear and

anxiety, but when the institution is faced with working with a large number of students in a limited amount of time, it becomes impossible to individualize the process. Therefore, group procedures and a variety of materials are used to provide students with the information necessary to follow the step-by-step process. These procedures and materials vary from institution to institution. Primarily, information is provided through printed instructions on forms that need to be completed and verbal directions provided by staff and clerical workers in the offices associated with the various steps in the process.

Although the information provided by institutions for each step is very specific and detailed, four of the major problems students usually have are: (1) getting a good overview of the process, (2) knowing the sequence of steps they must follow, (3) finding out where they must go for information and materials, and (4) feeling comfortable in going through the process.

As the intervention alternatives were being identified for task #1 of the Lifelong Learning Program, slide/tape audiovisuals were selected as one means of addressing the related impeding factors. This guide contains an overview and procedures for the development of the following three sound slide/tape programs: Application Process, Academic Advising Process, and Registration Process.

Three slide/tape programs were designed, one for each major phase in the process. The primary purpose of the slide/tape programs is to provide an overview of the steps involved to help adults gain an understanding of the process. The visuals help to provide an orientation to facilities and staff. This overview and visual presentation can help alleviate the fear

and anxiety that adults have expressed. The audiovisuals were designed to supplement existing materials in each institution and may be used in several ways with:

- Groups - students at the same step of the admissions process can be brought in at one time to view the audiovisuals. This also presents an opportunity for a question and answer session.
- Individuals - students who come in before the scheduled time or who show up the first day of classes to be admitted and registered. It may also be used on an as needed basis with prospective students.
- Faculty - as an orientation to the processes of admissions, academic advising, and registration.
- Clerical staff - as in-service for new staff in the offices that deal with these processes. It serves as a good orientation to part of their jobs, what they will be dealing with, and how it fits into the total process.

DEVELOPMENT PROCESS

Three slide/tape audiovisuals were developed for each of the two research sites involved in the Lifelong Learning Program. Although the specific content differed for each site, the general topics and content were the same for presenting the application, academic advising, and registration processes. The eight steps used to develop the slide/tapes were: (1) establish need and audience; (2) identify the resources needed and establish a development plan; (3) develop purpose and objectives; (4) collect and organize information needed; (5) develop script and visualization specifications; (6) record narration and photograph visualization; (7) train staff on use of equipment and audiovisuals; and (8) evaluate, revise, and update the programs.

In replicating the development process it should be planned and organized with a specific assignment of coordination given to one staff member. However, key staff should be involved in the process at various points to clarify and to explain the step-by-step process involved. Also, this helps staff develop and identify with the "product" and be more willing to use it or coordinate their services with the total process.

The process used to develop the admissions process audiovisuals could be used to develop any slide/tape program. Appendices A, B, and C provide the scripts and reproductions of the visualizations for the slide/tape programs developed for one of the research sites, Ashland Community College. The following is an overview of the eight-step process.

Step One: Establish Need and Audience

The need for the development of interventions to get at the problems adults have in the process of applying and successfully enrolling in educational and vocationally oriented programs was identified through the research project of the AEL Lifelong Learning Program. Factors which enhance and impede adults in this process were identified through a series of interviews with adults who were successful and with those who were unsuccessful.

Adults were identified as the target group through a broader needs study of educational problems in the seven-state AEL Region. Although the primary audience for the slide/tape audiovisuals was adults, this intervention should be designed for use with all students. As a first step, the specific problems of the target audience need to be identified as a basis for developing these interventions. As part of this need identification, the potential use of the intervention(s) should be established to justify the development effort required.

Step Two: Identify the Resources Needed and Establish a Development Plan

The primary resource needed for the development of slide/tape audiovisuals is staff time. In addition, one person needs to be identified as the project leader to coordinate the development efforts. Through the involvement of other staff members, the amount of time required of the project leader can be reduced. The other resources needed are the technical capabilities for photography and sound recording. Many institutions have an audiovisual department that can provide these services. If not, staff members or a person in the community might be identified who has photography as a hobby. Radio stations and commercial sound studios can also be used

as technical resources for sound recording. Once the basic resources needed have been identified, a development plan should be established so that costs can be estimated and the budget required can be obtained.

Step Three: Develop Purpose and Objectives

The purpose and objectives should be directly related to the problems identified and the need established. The specific changes desired in the target audience's knowledge and attitude should be the basis of writing the purpose and objectives. For example, the following specific objectives for both the adult students and institutional staff were identified for each of the slide/tape programs developed for the LLP research sites.

A. Slide/Tape on the Application Process

Objective: Provide an information delivery system to help:

Prospective Adult Students:

- Understand the application process including the reason information is required (and how it is to be used in making admissions and placement decisions).
- Understand the role of testing in the admissions process and how test results can be helpful in education and career planning.
- Know to whom and where to go for help by showing visuals of the locations, facilities, and staff members available to assist them.
- Follow through to complete all necessary and helpful steps related to making application to attend school.
- Utilize all relevant information resources for educational and career exploration and planning.
- Utilize student development services available for counseling and exploring options for financial aid.

Institutional Staff:

- Provide a complete and accurate overview of important information about the application process to adults using an attractive and interesting mode of delivery.
- Provide a flexible and reliable means of orienting prospective adult students that can be operated and maintained by clerical staff.
- Provide a relevant framework for subsequent discussions to elaborate upon and/or explore the personal relevance of the application process for individual adults.

B. Slide/Tape on the Academic Advising Process

Objective: Provide an information delivery system to help:

Prospective Adult Students:

- Understand basic terms and information regarding institutional and program requirements involving program offerings, course sequence and prerequisites, academic standards, etc.
- Understand the role of the academic advisors and how one's advisor can help in planning and scheduling courses.
- Understand the various institutional services available for educational and career planning and special assistance such as tutoring, developmental courses, orientation courses and programs, counseling, etc.

Institutional Staff:

- Provide a complete and accurate overview of important information about academic advising to adults using an attractive and interesting mode of delivery.
- Provide a flexible and reliable means of orienting prospective adult students that can be operated and maintained by clerical staff.
- Provide a relevant framework for subsequent discussions to elaborate upon and/or explore the personal relevance of the academic advising process for individual adults.

C. Slide/Tape on the Registration Process

Objective: Provide an information delivery system to help:

Prospective Adult Students:

- Understand the individual and institutional purposes for registration.
- Evaluate the different options for registering such as preregistration, regular registration, and late registration.
- Understand the registration process in terms of the steps to be followed and records to be developed.

Institutional Staff:

- Provide a complete and accurate overview of important information about the registration process to adults using an attractive and interesting mode of delivery.
- Provide a flexible and reliable means of orienting prospective adult students that can be operated and maintained by clerical staff.
- Provide a relevant framework for subsequent discussions to elaborate upon and/or explore the personal relevance of the registration process for individual adults.

Step Four: Collect and Organize Information Needed

Most of the information on the admissions process should be contained in materials that are presently in use. These materials should be collected and used as the basic information resource. Also, as the slide/tape programs are being developed, it should be kept in mind how they will be used to supplement existing materials or how existing materials can be modified. Where information is provided by staff and clerical help, it should be obtained through a recorded interview. Once these materials and information are collected, an outline of the steps involved in the admissions process should be made. Outlining the step-by-step process is very

important because it helps staff to clarify the process itself. As part of the organization of information, key concepts and the most important information to be conveyed by the audiovisual need to be identified and prioritizied. This will help in reducing information overload.

Step Five: Develop Script and Visualization Specifications

A first draft script should be developed using the identified objectives and the key concepts and important points of information. This draft should be written in the second column of a two-column worksheet. (See page 14a for an example of a script worksheet.) A conversational language should be used and the script writer should mentally visualize talking to adults in taking them through the process. Care should be taken to explain new terms or words that might be unfamiliar. Also, draft script development should include identifying what information could be presented through visualization. Therefore, ideas for visualization can be noted in the first column of the script worksheet. Script content should be written for each visualization frame taking care that too much content is not presented with each visual, and that content meets the identified objectives for that program. Also, the content should be written at approximately a 12th grade reading level or below.* The number of frames may be limited by the equipment that is available for use. In all cases this should be predetermined. All three

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*The LLP intervention "Reading Level Analysis of Admissions Documents," found in The Admissions Process: Administrative Handbook, can be used in conjunction with this step of development.

SCRIPT WORKSHEET

Visualizations	Frame	Narration

of the slide/tape audiovisuals developed for the LLP research site were limited to one slide carrousel. This was not a handicap because the slide/tape program purpose was to present an overview of the process and to introduce the key concepts and other important information.

Once the script, with visualization, is drafted, it should be reviewed by key staff members for accuracy of information and suggestions for changes. Based upon this revision, a second draft should be developed. As part of this draft, the visualization specifications should be completed. Again, the script should be reviewed for suggestions before being finalized. Care should be taken not to set specific requirements for a visualization. Using general visualization specifications permits flexibility for the photographer in capturing many "action" scenes from actual activities, thus reducing the posed look.

Step Six: Record Narration and Photograph Visualization

The narration can be recorded while the visualization is being done. However, it is very important to make sure that there is no problem in getting the visualization needed when it is specified by the script. If time permits, waiting until the visualization is completed allows for a modification of script to include a comment about a unique visualization that was unplanned or to "try out" the script, reading it while showing the visuals.

Photographing actual students (adults in this case) going through the process is preferred, especially where groups of students are involved. However, individual students representative of the target audience should be selected as subjects for specific shots. Some of these photographs can

be taken easier when students are not going through the process. This allows time for alternative shots, proper lighting to be set up, and other conditions that might be necessary.

Special instructions need to be provided to the narrator on special pronunciations, voice inflections, etc. Also, whenever possible, it helps to have a staff member present at the recording to have any frame rerecorded when necessary rather than to have the narrator redo it later. Including background music and other special sound effects where appropriate improves the sound recording. The sound tape should have an audible beep between frames for use on manual equipment. If used on automatic equipment, it should have an inaudible pulse. It is not recommended to have an audible beep and an inaudible pulse on the same side so that you hear the beep even though the slides are changed to the next frame by the inaudible pulse. Also, some equipment will not work if the cassette tape has one side with an audible beep and the other side with an inaudible pulse.

Another consideration for the visualization could be to use a filmstrip format. This format, however, does not permit updating slides each year to include new staff, changes in facilities, etc. But if several copies are needed and automatic filmstrip projectors are the only equipment available, this limitation and additional expense may be appropriate.

Step Seven: Train Staff on Use of Equipment and Audiovisuals

All personnel responsible for showing the sound slide/tape programs should be trained on the use of equipment and become familiar with the content of each audiovisual program. This would provide staff with the expertise necessary to operate the equipment as well as answer questions on content or to follow-up on requests.

Staff involved in this training might include the director of admissions for training other staff; dean of instruction for use in a staff development session; recruiters for going out into the community; and counselors for one-to-one or group sessions with prospective students.

It is recommended that an institution have an extra set of slides and tape for each program. This extra set would serve as backup, i.e., when the recruiter had a set outside of the institution, or in case the slides or tape were lost or destroyed they could be duplicated and replaced.

Step Eight: Evaluate, Revise, and Update the Slide/Tape Program

Since the slide/tape program was developed to alleviate impeding factors and to meet specific objectives, an evaluation of the effectiveness should be part of the slide/tape development process. As objectives are formulated in step three, consideration should be given on how the objectives can be evaluated. Based upon evaluative data the slide/tape program can be reviewed and revised. The visuals should be updated regularly to keep the program current with changes in support materials, facilities, and staff.

To ensure that the objectives for this intervention were met at the LLP research site, staff designed an evaluation checklist. This instrument served two purposes: (1) for collection of data to validate the intervention, and (2) for students to have a personal copy of the audiovisual information for a reference. (See Appendix D for copies of the evaluation checklists.) The validation report for this intervention may be found in the LLP Technical Report #1.

SUMMARY

Slide/tape audiovisuals can be an effective means of providing an overview of the admissions process. They can be used to introduce concepts and terms students need to understand. In addition, the audiovisual format can acquaint students with facilities and staff in advance of going through the process. Thus, the specific impeding factors of: (1) apprehensions about self (not knowing what to expect, being undecided about personal and program goals, being scared during registration, and feeling lost when others seem to know what is going on); (2) confusion/unfamiliarity with institutional process (unfamiliar with building, room, staff, and procedures); and (3) lack of information and services (not knowing where to go for help, insufficient supply of catalogs, receiving conflicting information, and insufficient time for counseling) can be addressed through audiovisual programs.

Slide/tape programs can be designed for use during orientation programs, group counseling sessions, off-campus meetings with prospective students, and other group settings or can be set up for individual student use. In addition to providing an overview, the audiovisuals can be keyed to school brochures and other materials with more detailed information on the admissions process.

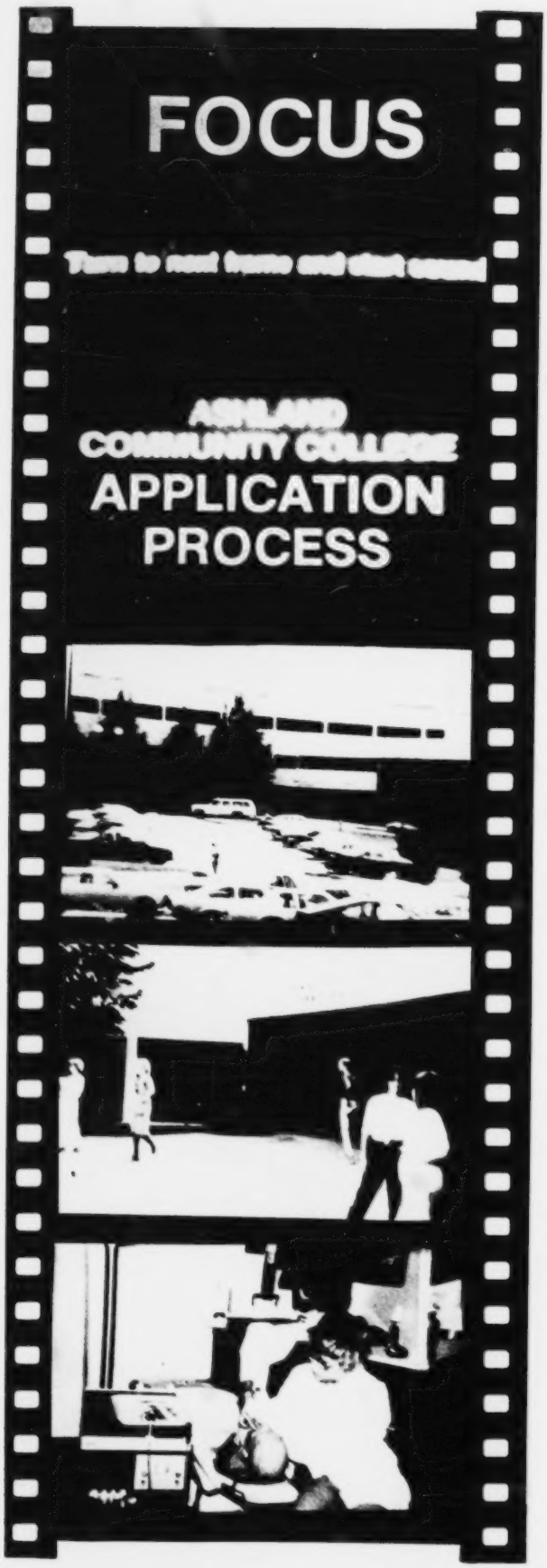
The advantage of the slide visuals is the ease of keeping the program up-to-date on facility and staff changes along with other changes such as hair and clothing styles. However, the sound tapes also need to be revised as changes are made in the admissions policy or process.

Finally, involvement of staff in the audiovisual development process provides a means to clarify the steps involved and to provide for a coordination of services and information. And, the audiovisual programs can be used to inservice new faculty and staff on the admissions process and their role in it.

APPENDICES

Appendix A:

Ashland Community College Application Process
(script and visualizations)



Focus

1 Music

2 Music

3 Welcome to Ashland Community College--a college with many educational opportunities for you--

4 the two-year Associate in Applied Science Degree Programs--designed to prepare you for specialized employment--

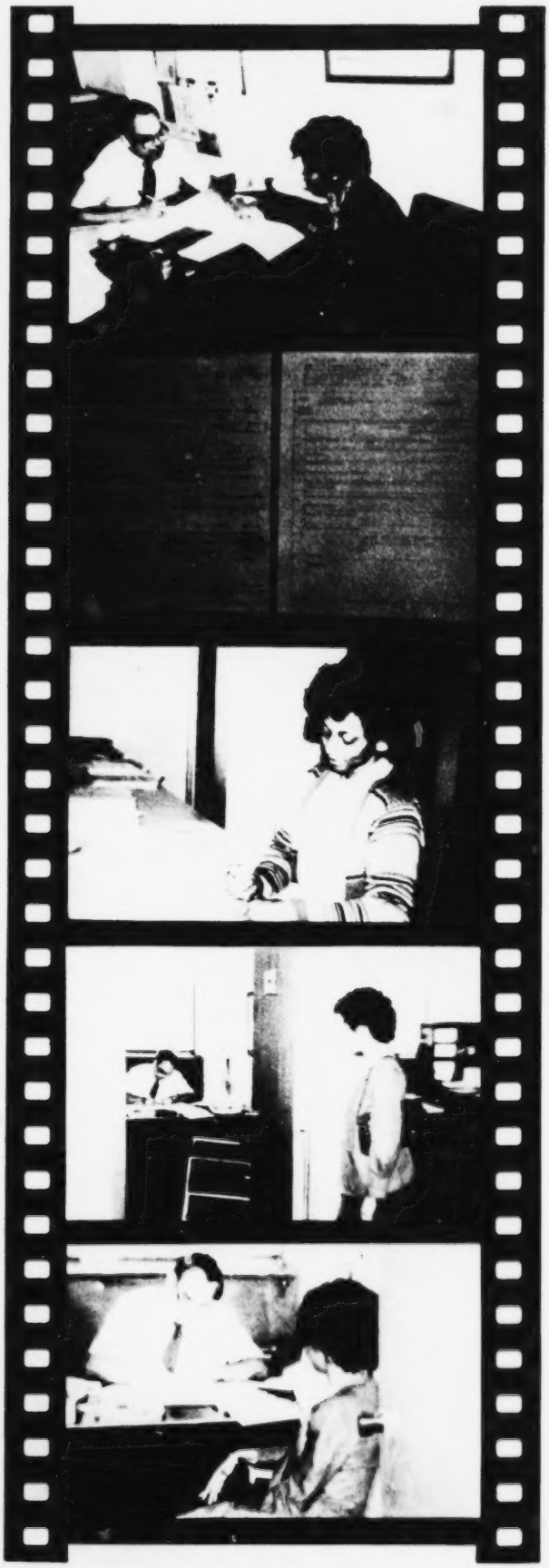
5 the two-year transfer programs--designed to enable you to transfer to a four-year college or university.

6 These and many special programs are available to you as a full-time or part-time student--

7 day or night.

8 Now, to become a student at Ashland Community College, your first step is to be admitted.

9 Although this college is an open-door institution and accessible to the handicapped, you are required to fill out a few forms and encouraged to have a Career Planning Interview with a counselor.



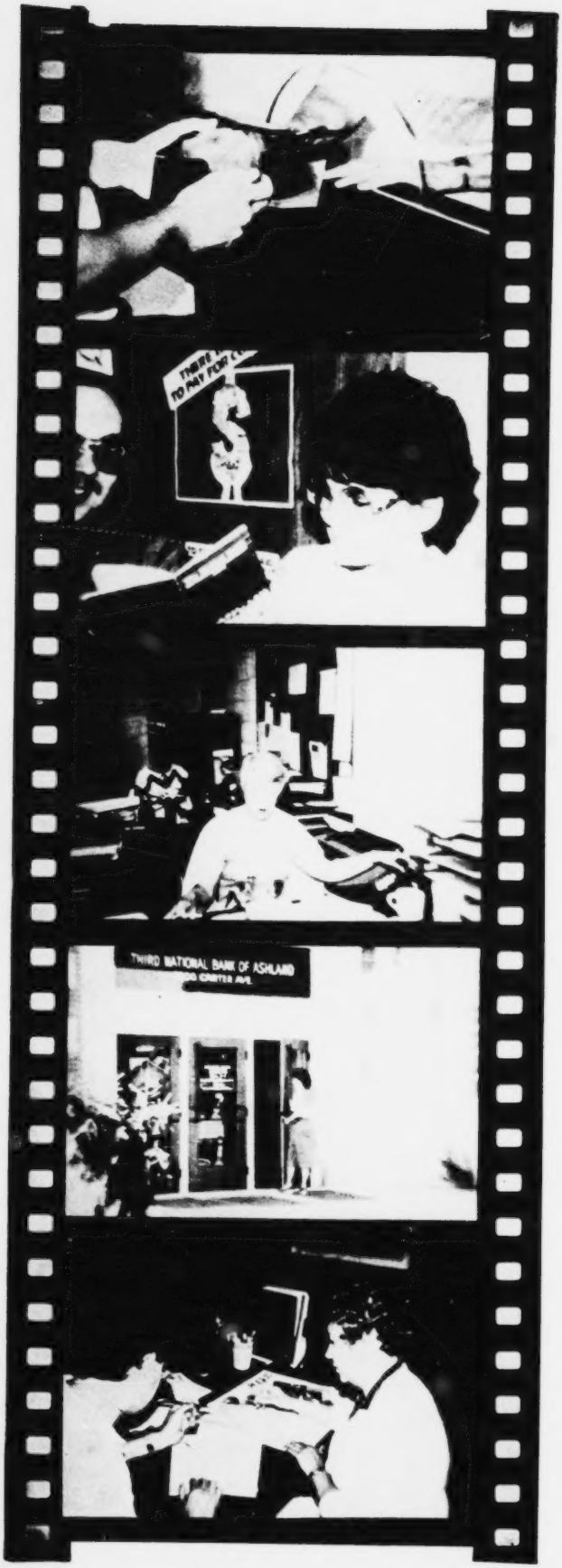
10 The purpose for this is to obtain information to help you enroll in the program and courses which will best meet your needs.

11 You will receive, by mail or in person, an application form and a health form.

12 If you have decided that you want to go to school--and already know the program you want to enroll in--then go ahead and fill out the application and health forms.

13 However, if you don't know for sure whether or not you want to go to school, or if you have questions about the programs offered at Ashland Community College--

14 or need financial assistance in order to enroll--then see a counselor in Student Services prior to filling out the forms.



15 For example, if you need financial aid, do not wait too long before you apply because it usually takes four to six weeks to determine eligibility.

16 You should be aware of the financial aids available. First is a grant. It it not a loan so you don't have to pay it back.

17 The second is a college work-study job which will let you earn part of your college expenses. This does not have to be repaid.

18 However, if you do not qualify for the ones mentioned above, you may want to consider low interest loans made by the college or a financial institution. These loans are repaid after you finish college and are made in small monthly payments.

19 In addition, there are other types of financial assistance available for those who qualify--such as veterans benefits--scholarships--

20 Dislocated Workers Program--

21 or vocational rehabilitation assistance.

22 The financial aid counselor has information on the various types of aid or can direct you to the specific source you should consider.

23 Another thing you should be aware of--admission to the college's limited enrollment programs - primarily health care - is determined by selection committees. Students desiring admission to these programs shall submit all materials and satisfy all admission requirements before March 1. Applicants are generally notified of their status by early April.

24 Now, back to the application and health forms.

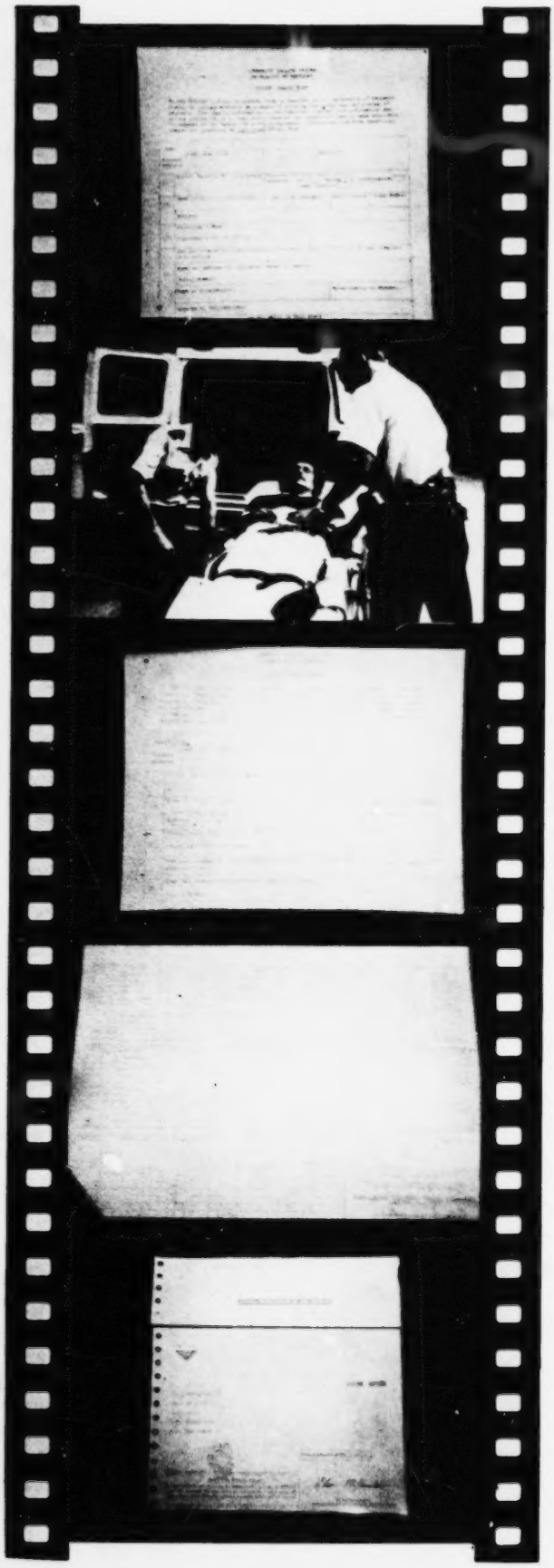
25 The following information will help you understand how to complete the forms and how the information will be used.

26 First, the application form. This form serves as your formal request for admission and the information you furnish will be used to set up your student record file.

27 Your student record file is used to record the program, courses, credits, grades, school activities, and other information about your education at ACC.

28 On the application for admission form, you will be asked to provide information such as--the year and semester you wish to begin classes--your legal name--your legal address--and information on your previous education.

29 As you will note, this form also has space for you to enter your social security number. It will be used as your student number for data processing.



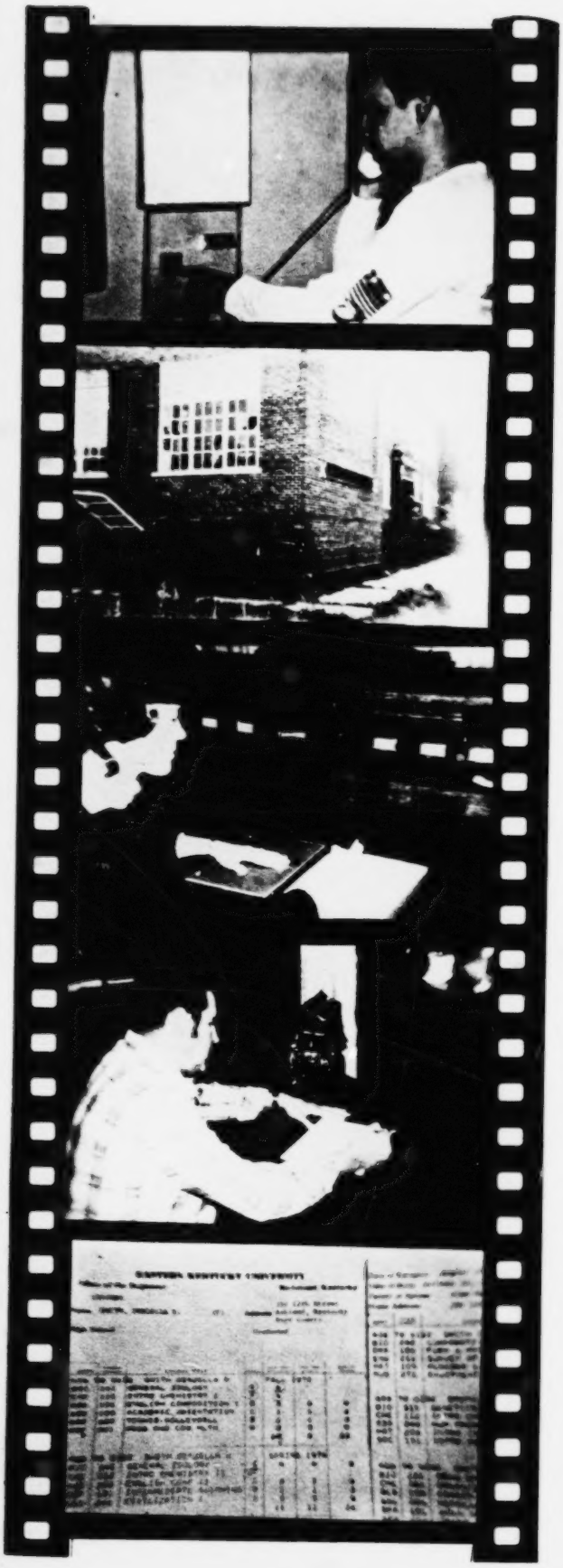
30 The other form to be filled out pertains to your health. This information is confidential and it is for your protection.

31 For example, if you were injured or became ill while at school, we might be able to help you at the hospital.

32 As you complete the forms, make note of any sections of information you have questions about. Leave these blank and you can get help from an Admissions Office staff member or during your interview with a counselor.

33 If you have received a high school diploma or attended another college--then you need to arrange for transcripts to be sent to Ashland Community College.

34 If you have not completed high school, but have completed a GED certificate, you should formally request that your GED examination scores be added to your application file.



35 And how do you go about getting transcripts? Well, just notify your high school and request that they send a copy of your transcript to ACC.

36 However, if your school has been consolidated or no longer exists, then inform ACC where you went to school and they will try to help you determine the location of your records.

37 Then you would write to the superintendent of that school district and request a copy of your transcript. Give the name you used in school, your birthdate, and your social security number.

38 Or, if you are an older adult, give your parents' name in addition to the other information.

39 If you have attended college, write or call that institution and ask that a transcript of your work be mailed to the registrar of the college. Sometimes there is a small fee charged for this; however, it usually doesn't exceed a few dollars.

40 Now, if you were applying to some colleges, you would be required to take a test for admission. However, there are no minimum testing standards at ACC.

41 However, all applicants, especially those who intend to be full-time students, are required to take the American College Test--the ACT--or the Career Planning Profile Examination--the CPP.

42 In addition, applicants are encouraged to take the Nelson Denny Reading Test and the Math Placement Test.

43 These tests are <u>not</u> used to determine if you can be admitted. The results are used to help you make the decisions--decisions about what program and courses best meet your career goals.

44 For example, it might help you identify basic courses in your major in which you already have a lot of knowledge and skills--courses in which you might earn advanced credit or be exempt by taking an examination.

45 Or--it might help you identify skill areas where you need help before enrolling in some of your program's required courses.

46 The important thing to remember is, it's to help you make decisions--and to be successful in the major you choose.

47 The ACT and the CPP tests are given periodically and dates are available at the Student Services Office. And, after the tests have been processed, your results will be interpreted for you, so that you can use your results to help you with your educational planning.

48 You will take the Nelson Denny Reading Test and the Math Placement Test during Freshman Orientation.

49 After you have completed the application and health forms, you should take time to see a counselor to answer any preliminary questions you may have and to help you focus your thinking on the most important aspects of the application process.

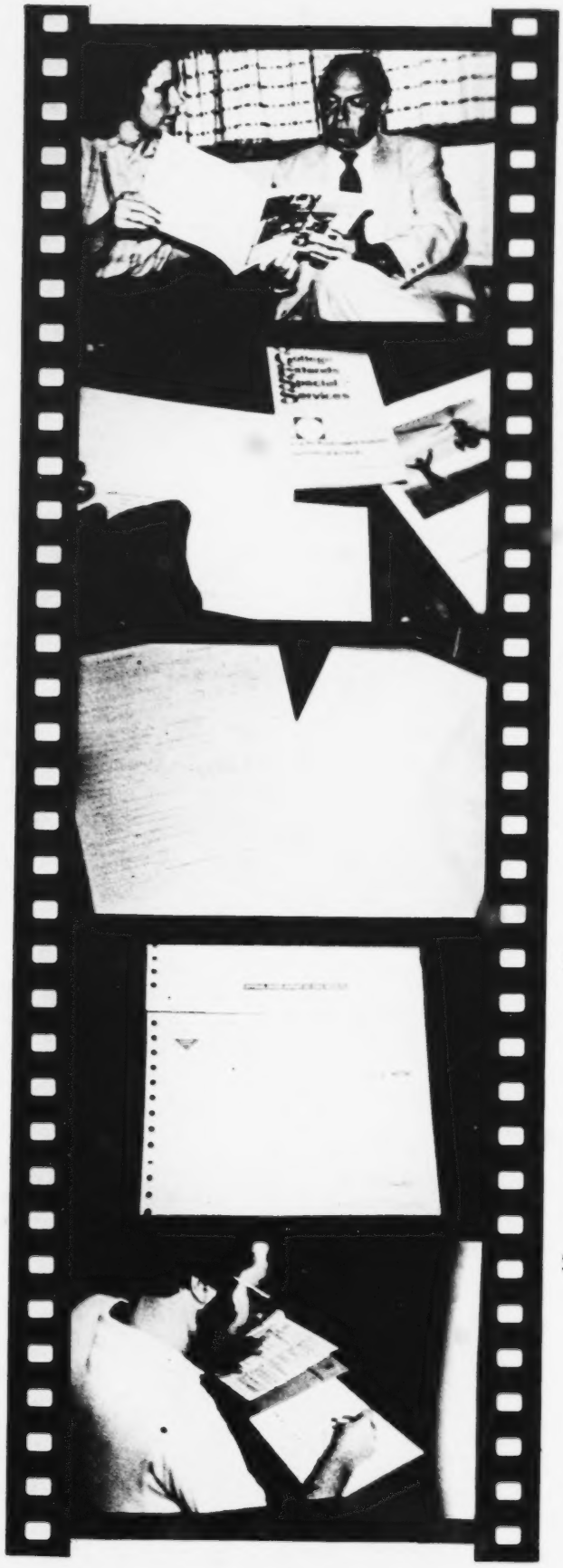
50 At that time you would schedule an appointment to come back and talk about possible curriculum choices and a Career Planning Interview.

51 You will be notified, by mail, of your acceptance and invited to come in for the Career Planning Interview if one has not already been scheduled.

52 The purpose of the Career Planning Interview is to help you set your goals and to explore the opportunities available for selection of a major.

53 The important thing is that the interview is designed to provide you with the answers to questions that you might have, and a way of reviewing your plans for enrolling at Ashland Community College.

54 Once you have made your decision for a program, you will be assigned a faculty advisor in that department.



55 Your advisor will help you learn about the program requirements and assist you in selecting the courses you need to take. This will help you to get ready to register for classes.

56 You may think the application process for admission to ACC is difficult--but it really isn't.

57 Just remember to fill out the application and health forms--

58 have your transcripts or GED scores sent to the Admissions Office--

59 and--register for the ACT or CPP tests.

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60 Just remember, the Admissions Office staff is available to help you with questions you may have, any time the college is open!

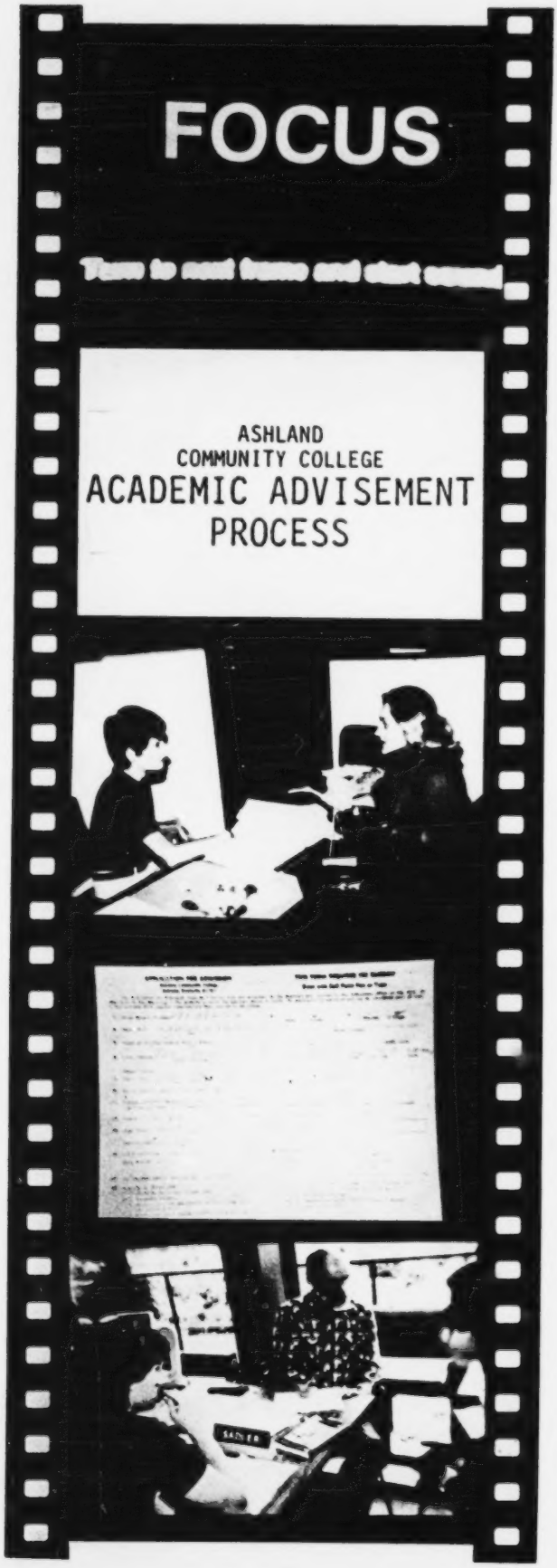
61 Ashland Community College - Where Great Things Can Happen For You!!

62 Credit

63 Credit

Appendix B:

Ashland Community College Academic Advisement Process
(script and visualizations)



Focus

1 Music

2 Application to college is a great step toward your future.

3 And now that you have finished the application process--your next contact should be with your academic advisor.

4 But, what is academic advising?

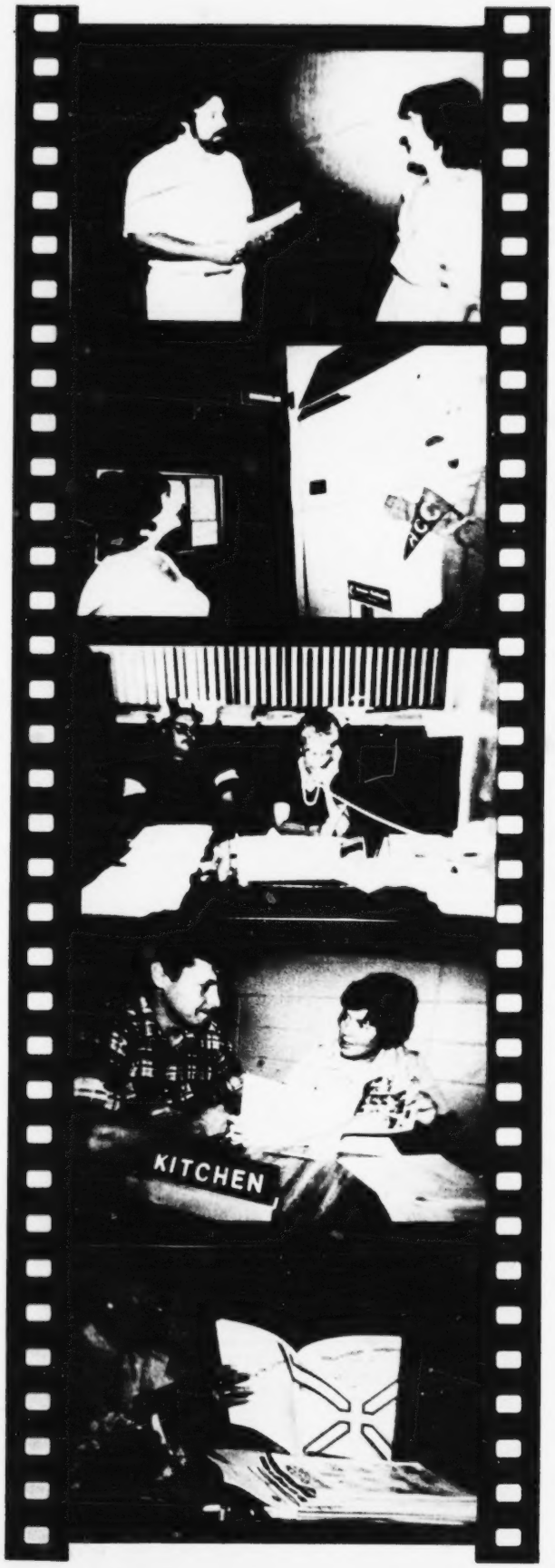
5 Well--academic advising is help that faculty members give to students. This help includes how to plan for and reach educational and vocational goals while attending Ashland Community College.

6 How is an academic advisor assigned to you?

7 If you are a full-time or part-time day student, you will be assigned an academic advisor according to your area of program interest.

8 You will be informed whom your advisor will be. You generally remain with the same advisor throughout your enrollment at Ashland.

9 However, you may ask the question, can I change advisors?



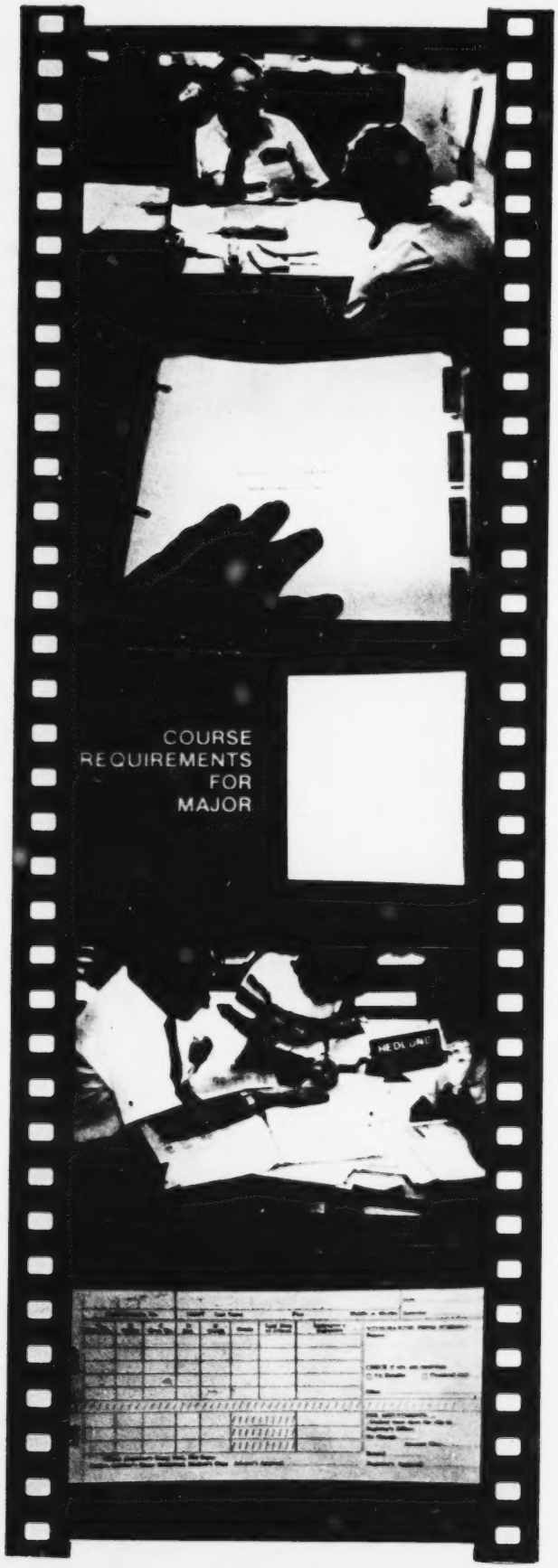
10 Yes, if a change in your major is involved. Or, possibly upon request by you to the division head or to the counseling staff.

11 Another question you might have is, how does academic advising differ from counseling?

12 It is difficult to distinguish between advising and counseling, however,

13 The academic advisor is responsible for encouraging you to achieve in subject areas and steering your progress toward graduation.

14 An example of this includes the advisor assisting you in exploring occupational goals either for transfer to a senior college or for job entry.



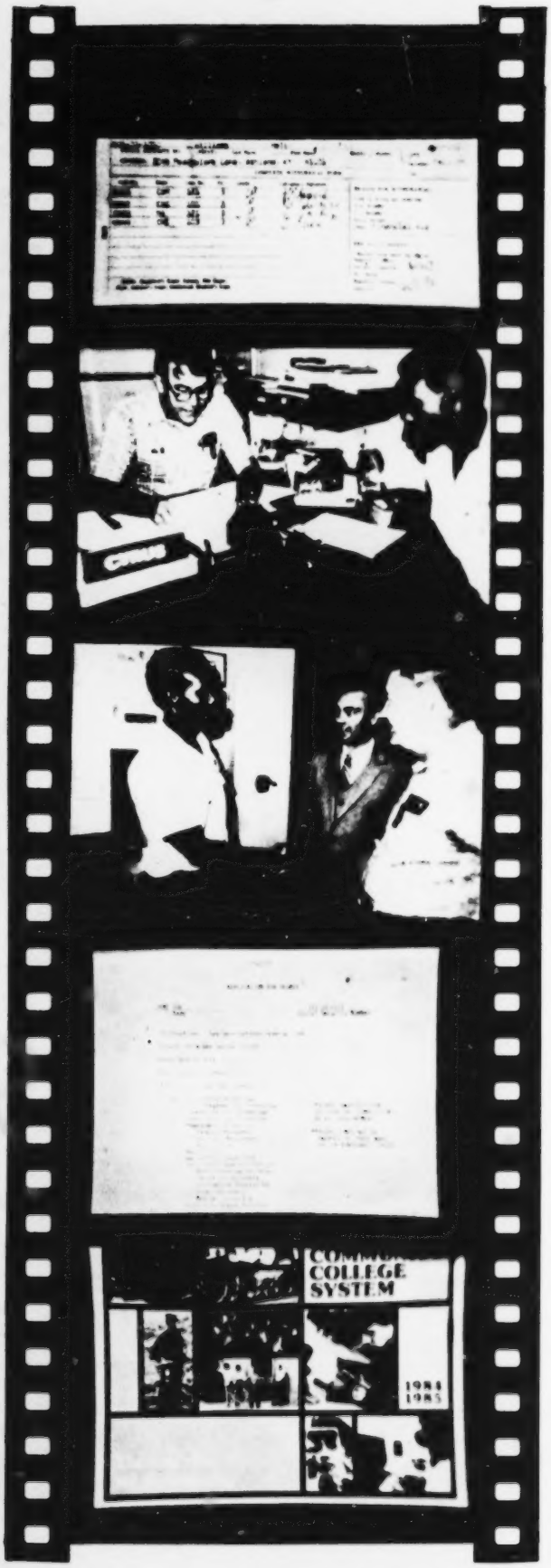
15 Counseling, on the other hand, helps you in general career planning and with personal, social, financial aid, and emotional problems.

16 But, what are the basic responsibilities of an academic advisor?

17 To work with you in planning your courses to meet graduation requirements for your major,

18 to assist you in the pre-registration process each semester,

19 to help you add or drop courses, or make any changes in your schedule--



20 to help you follow the proper procedures when withdrawing from school, so you will leave in good standing--

21 and to talk with you when you have problems, with such things as finances, study habits, or when you are upset because of a course or instructor--

22 or, if you need further help, your advisor will refer you to the proper person.

23 The advisor will also help you begin the Graduation Application form before the term in which you plan to graduate.

24 In addition, the advisor will help you with such problems as choosing a college for transferring,

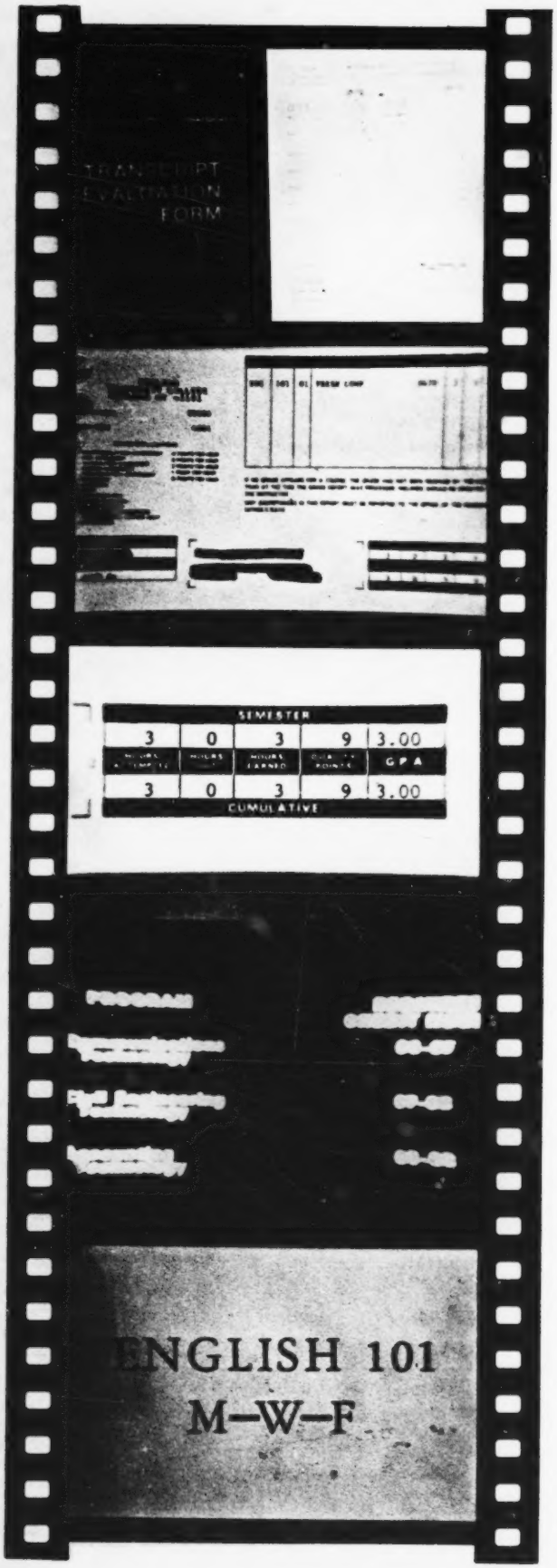
25 or assist the Placement Office in exploring employment opportunities for you.

26 In brief, the Academic Advising System has been planned to provide you with help to insure careful scheduling and progress in your major.

27 What information will your advisor have about you?

28 If you are a new student--the advisor may have

29 your ACC math test and Nelson Denny reading test scores, a copy of your high school transcript or GED, a copy of your application for admission, as well as your ACT or CPP test scores if they are available.



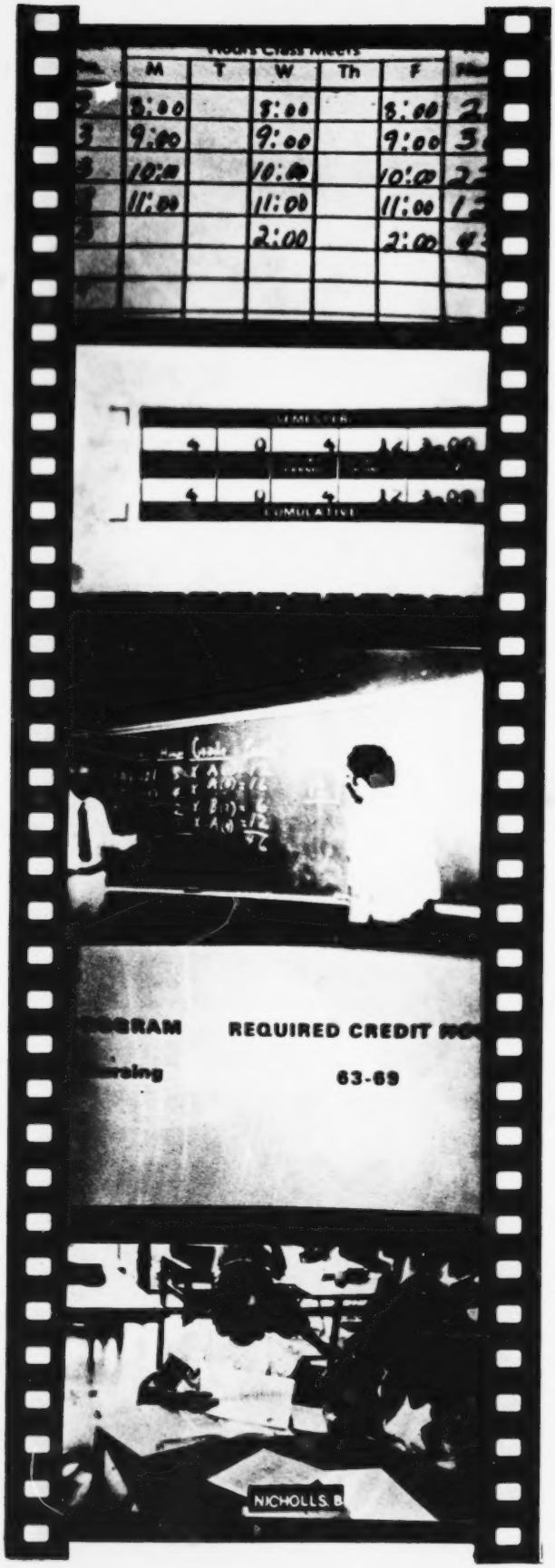
30 If you are entering from another college, the advisor may have a copy of your transcript evaluation or a copy of the transcript.

31 In addition, after the close of each grading period, a copy of your grades will be sent to your advisor.

32 Now, you should be ready to talk with your academic advisor. Before you do, there is one term you should understand--that is credit hour.

33 All of your college work will be done in terms of credit hours and you will need a specified number of credit hours to graduate.

34 Basically a credit hour represents the number of class hours a course meets during one week. For example, English 101 is three credit hours and may meet for one hour three times per week.



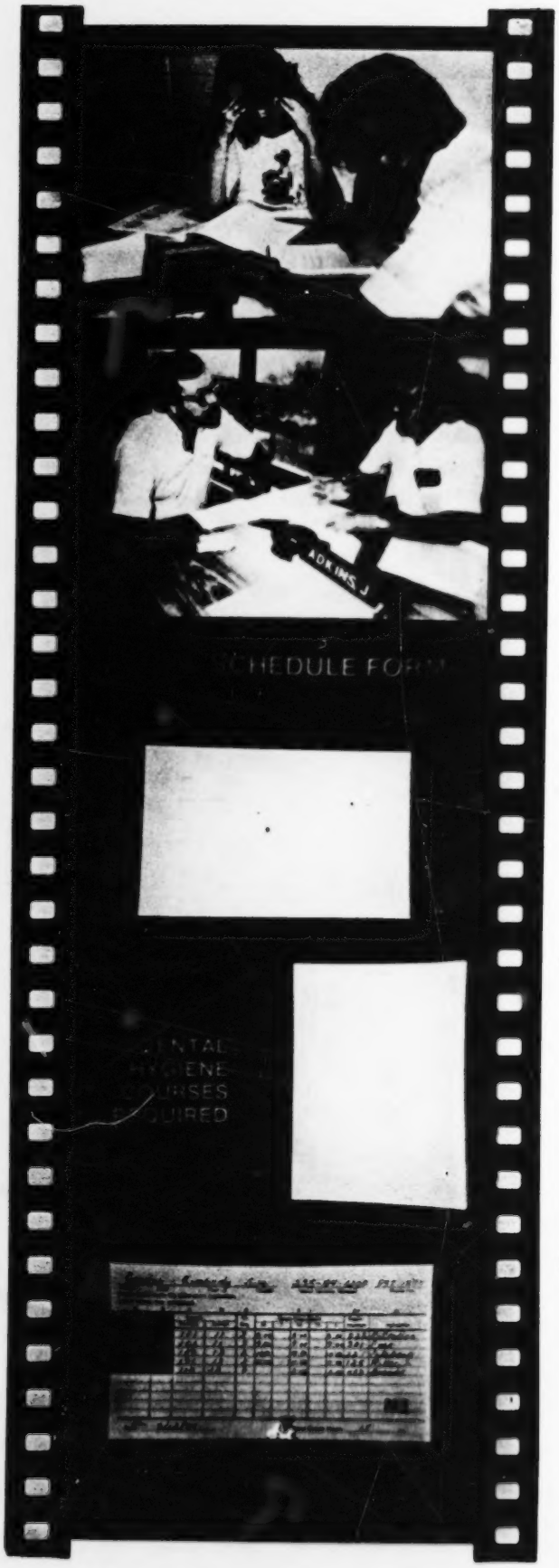
35 Credit hours are very important. You pay your tuition based upon the number of credit hours you take each term--if you take 12 or more you are considered a full-time student.

36 Your grade point average is calculated from the grades you earn--times the credit hours for each course.

37 Your academic advisor can show you how to calculate your grade point average.

38 And of course you will need a specific number of credit hours to complete a two-year degree.

39 Look over the major you have selected in the college catalog before you meet with your advisor--he or she will be able to help you with any questions you have about these requirements.



40 Now, how can your advisor help you get started in school?

41 Your academic advisor can aid you during the admissions period by helping you understand your major, learning requirements, and occupational outcomes.

42 For example, before talking with your academic advisor, you can use your schedule of classes and your trial worksheet from the registration packet to develop a trial schedule.

43 You will need a copy of the required courses for your major or the college catalog. The required or recommended courses are presented in the general order you should take them. For example, 1st semester, 2nd semester, etc.

44 Use your copy of the schedule and fill in the request number for the courses you should take first, then the course prefix, which is the abbreviation for the course title--

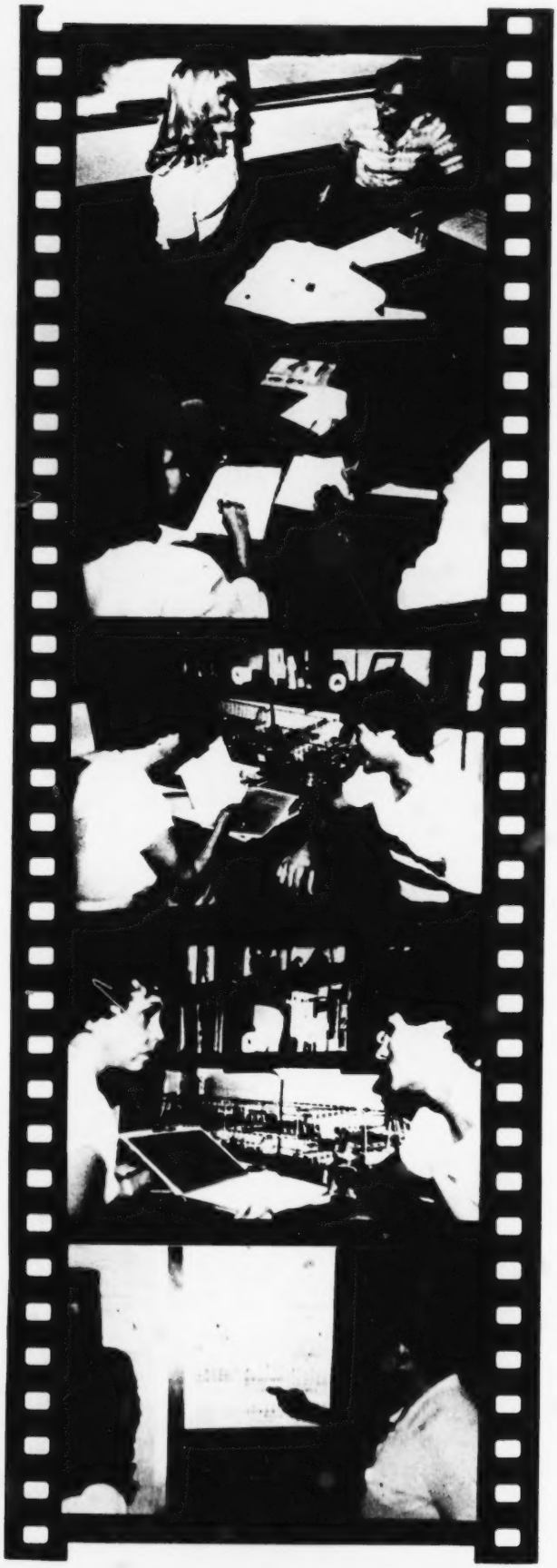
45 course number, section number, credit hours you will receive for the course, and subject--

46 along with the day and hour the course meets, the room number, and instructor's name.

47 Be sure to check the days and hours given for each course section so that there are no conflicts and so that your selection of courses makes the best possible time schedule for you.

48 Also, you may need to consider developmental courses if you feel that your academic skills are a "little rusy"--or consider testing for advanced credit.

49 After completing the trial schedule, take it to your advisor for approval. Your advisor will discuss your courses with you and have you complete the class schedule cards.



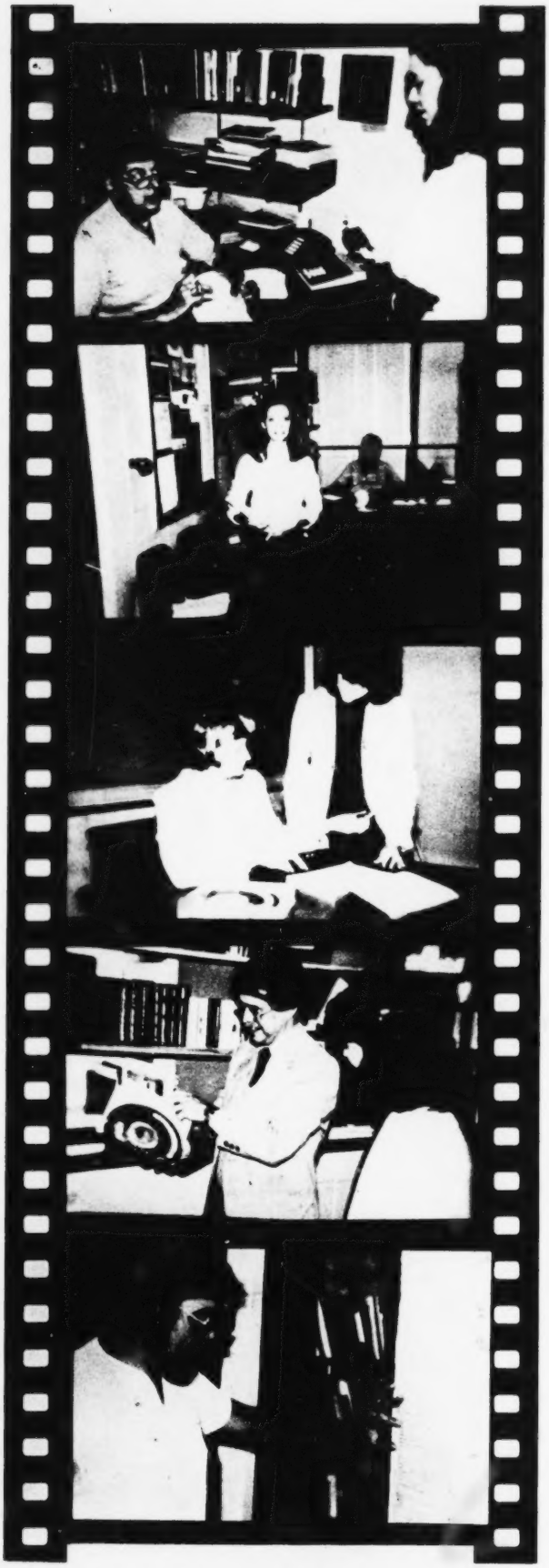
50 Your advisor will discuss this with you as part of planning your schedule.

51 Once your advisor has approved your schedule, obtain your advisor's signature on the class schedule cards.

52 Another important area to be covered with your advisor is the policies and procedures related to registration.

53 The way this is done is by discussing and evaluating with you the information in your folder and any additional information--like your work experiences--you share during this interview.

54 Once you have started school, when should you see your advisor?



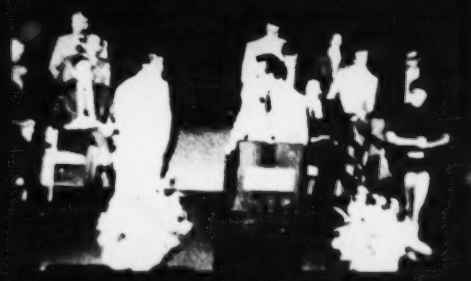
55 Don't wait for a problem--touch base with your advisor periodically. This may keep problems from occurring.

56 It's your responsibility--the help is there! Use it to the best of your advantage.

57 However, when you do have a problem that is affecting your school performance, the first person you should see is your instructor.

58 If the problem is not solved, your faculty advisor may be in the next best position to help you.

59 Faculty advisors have regular office hours. You should check the hours posted on your advisor's door and call or stop to schedule an appointment.



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60 However, an appointment can be made through the faculty's secretary if your classes conflict with your advisor's posted office hours.

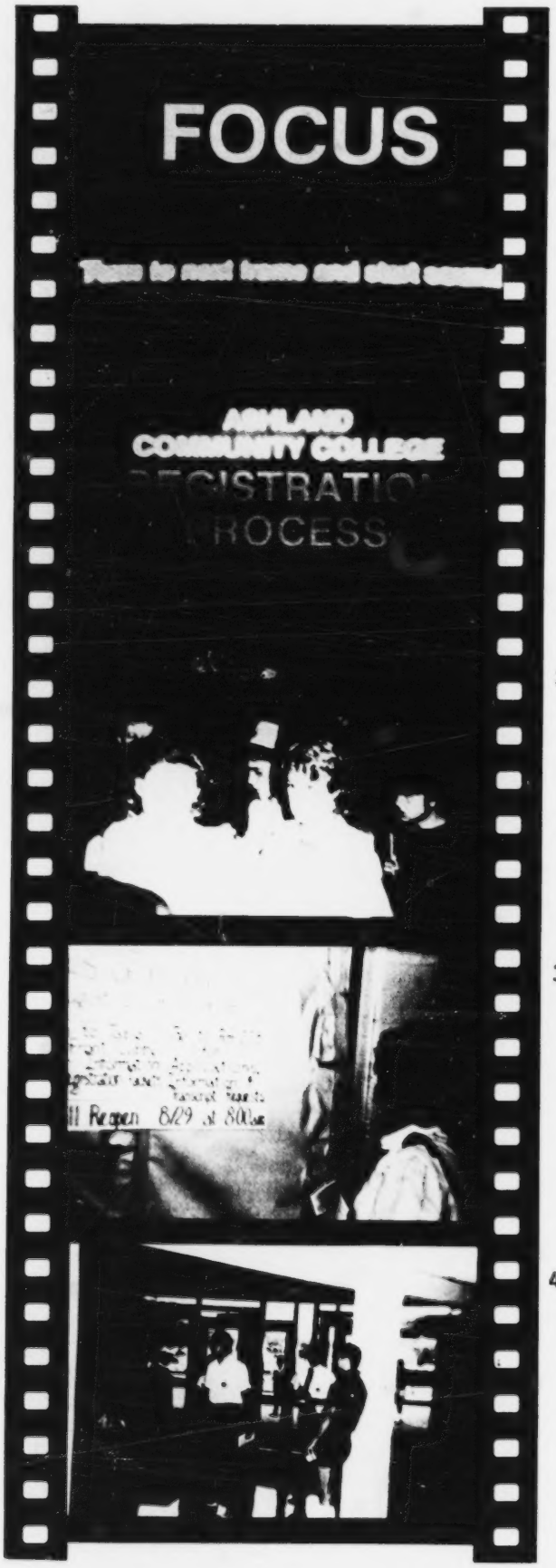
61 Together, you and your advisor can be a team, working to achieve a common goal--your success!

62 Credit

63 Credit

Appendix C:

Ashland Community College Registration Process
(script and visualizations)



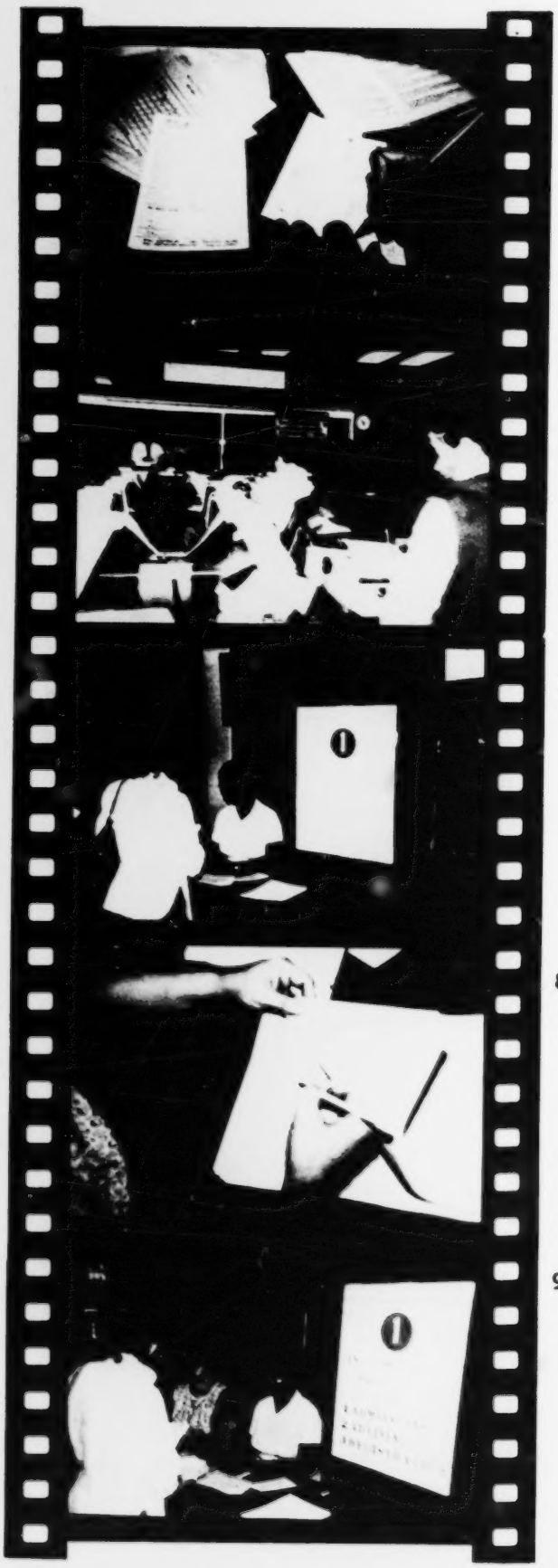
Focus

1 Music

2 Music

3 You've probably wondered how to go about registering and scheduling your classes.

4 But, what is registration?



5 Well, registration is the act of becoming formally enrolled in courses for credit. This involves filling out your schedule cards and getting them approved by your advisor--

6 so your name can be officially entered on class rolls, authorizing you to pay tuition and fees, to attend class, and to receive credit.

7 You will start the registration process by reporting to station 1 and having your name checked to determine your eligibility to register.

8 If you are eligible and, at this point, have already met with your academic advisor to work out your schedule, registration will be easier for you.

9 If not, you will pick up your registration materials at station 1 and then meet with your advisor to plan your schedule.

10 For the specific steps to follow during the process, check the registration procedures on a sheet attached to your schedule of classes--

11 also, if you have any questions about the process, be sure to check with the people at each station about what to do next.

12 There are, however, some very important things you should know about the registration process--

13 the first is that your schedule card should be filled out completely and accurately--this includes information about yourself, your major, and the courses you plan to take.

14 Secondly, a special sheet, called an optical scan sheet, will have to be completed. This sheet will be read by a computer to enter your name on the class lists for the specific courses and sections you register for.

15 It is very important that the optical scan sheet be completed accurately to avoid any mix-up in your schedule card or confusion during your first several days in school. Specific instructions for completing the form will be explained during registration.

16 Thirdly, at the end of the registration process, you will be expected to pay your tuition and fees. See someone in the Business Office if you have any problems.

17 If you are a part-time student, your tuition will be based on the number of credit hours you register for.

18 If you are a full-time student, taking 12 or more hours, your tuition will be a flat rate.

19 You should determine the amount of your tuition in advance of registration.

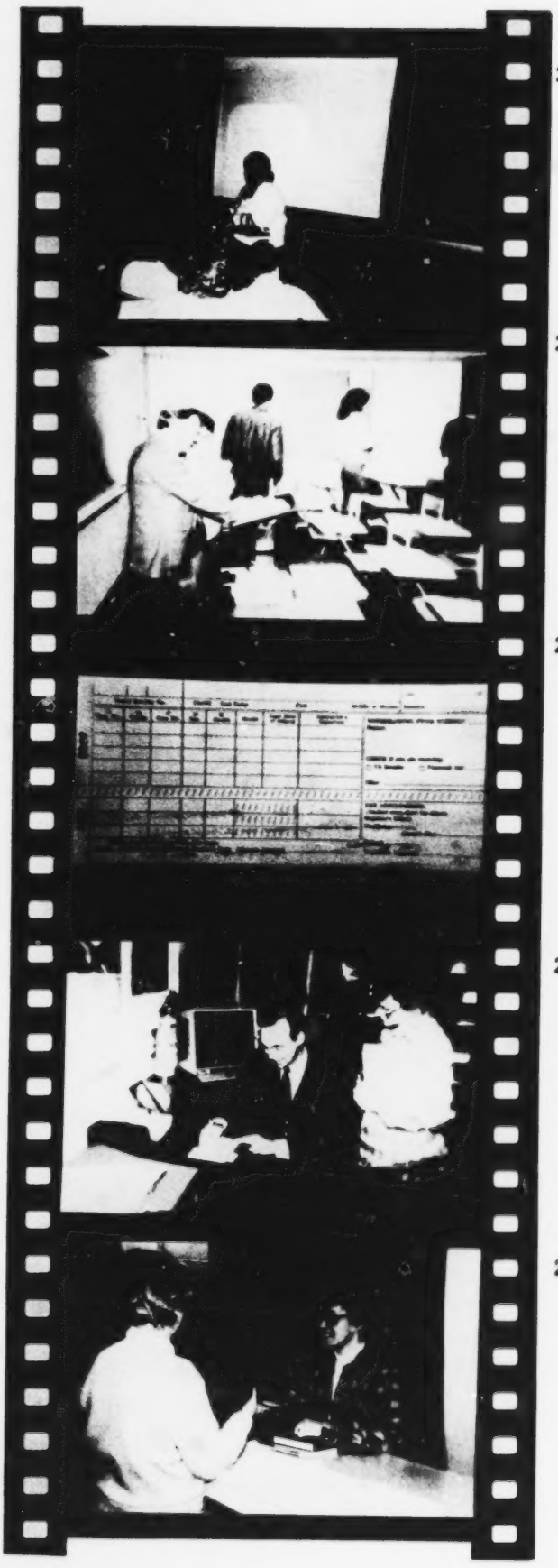
20 To determine these costs, check with the Student Services Office or your academic advisor.

21 If your tuition is being paid by a grant or scholarship, or some form of assistance controlled by the Financial Aid Office, then you have to get an authorization form from them.

22 Registration may sound like a little "red tape" because of the number of steps involved. It is, however, a very important part of becoming enrolled in the classes you need to take. It is set up to allow you to talk with someone at each step if you need help or have a problem.

23 Also, working with a faculty advisor can really help you in making sure that you are taking the right courses and meeting program requirements--

24 for example, if a course is filled, you will need to work out a new schedule with your advisor for approval. Your advisor will help you with these problems.



25 Once you have completed registration and your tuition has been paid, you cannot make a change in schedule until the first day of classes.

26 Once classes have started, you may find that you need to add or drop a course for various reasons.

27 The first thing you need to do to change any course is to stop by the Student Services Office and--you guessed it--pick up an add/drop form.

28 Again, work with your advisor in making the change, you need his or her approval as well as approval from the instructors.

29 Once you have approval, return the form to the Student Services Office. If you have only "swapped" one course for another course of the same credit hours, or just changed class sections or schedules--there is no change in your tuition payment.

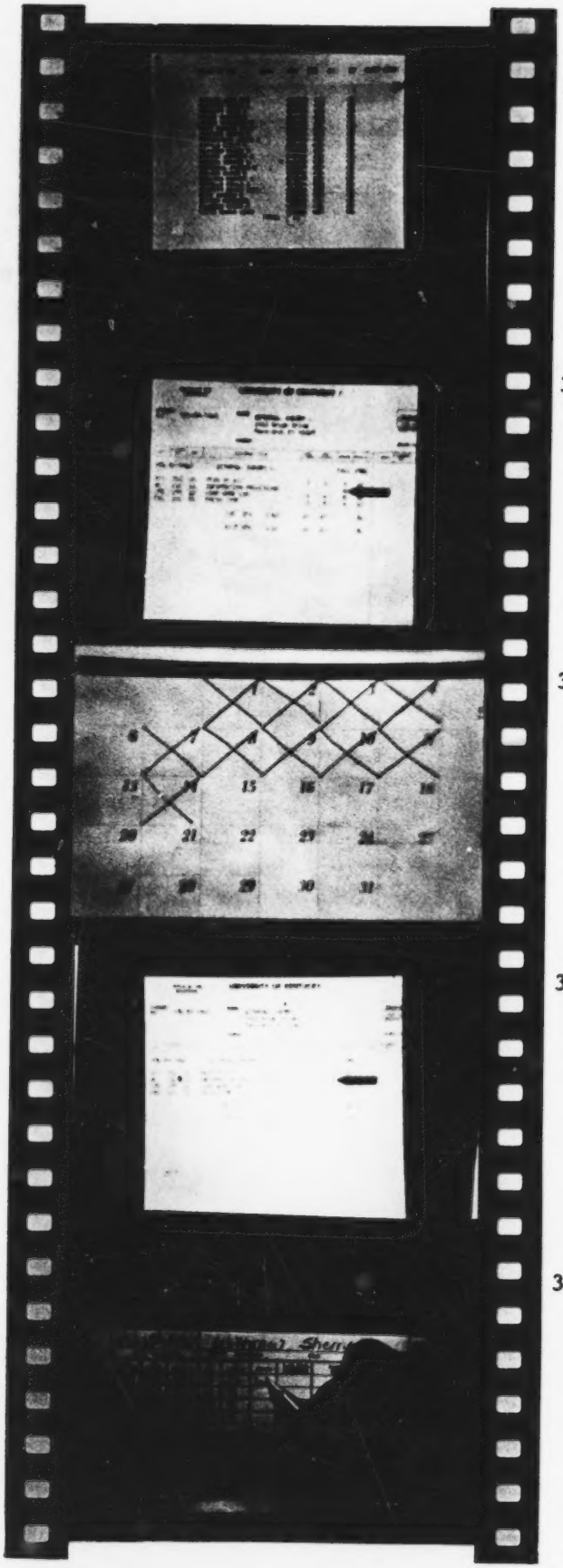
30 However, if you drop a course and are no longer a full-time student, then you may qualify for a tuition refund--that is if you complete the process before the deadline for tuition refunds.

31 If you are not a full-time student and add more hours than you originally paid for--then, naturally, you need to pay the additional tuition.

32 If you withdraw from all classes you still use the same form and process.

33 It is very important that you follow this process for any changes--in addition to getting a tuition refund that you might be eligible for.

34 If you are on financial aid and drop a course, you will need to check with the Financial Aid Office.



35 The add/drop process is tied to the college record system. To get on a class roster-to officially be in class and get credit--you have to register.

36 And just as important, if you don't follow this process to withdraw, you may end up with a failing grade for the course as part of your college record.

37 If you drop or withdraw from classes through the first ten calendar days, it does not appear on your records.

38 You may officially withdraw from any class up to and including the date of mid-term, or eight weeks, with a W grade.

39 After mid-term, and through the last class day of the semester, you may officially request the W grade, which may be given at the discretion of your instructor.

40 One important thing to remember is that if you withdraw from school in good standing--

41 and choose to return at a later time, you will only need to complete a new application form.

42 A good source of information on the procedures we just discussed is your college catalog.

43 You will find that once you go through registration or add or drop a course--it's not difficult.

44 And, there is always help available, but you need to take the responsibility to ask.

45 As a new student, you may find that starting a semester--new classes, new instructors, new classmates--creates a bit of excitement in you, and may even make you a little anxious or nervous.

46 But you will probably like your new experiences--

47 although there may be times when things don't always go as expected.

48 But don't get discouraged! Your enthusiasm will start to climb again when you prove to yourself you can do it.

49 If you do become discouraged--talk with your advisor or any of the Student Services personnel.

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50 They are here to help you--let them!

51 Credit

52 Credit

Appendix D:

Evaluation Checklists

APPLICATION PROCESS CHECKLIST

Please take a few minutes and complete this form. We will use this information to determine how helpful the slide/tape presentation has been for you. After you have completed the form, return it to the Counseling Office and keep the attached copy for your personal use. Thank you for your help.

Date: _____ First Time ACC Student: ____ Yes ____ No Age: _____

Sex: ____ M ____ F Single _____ Married _____ Divorced _____ Widow(er) _____

Employed _____ Unemployed _____ Part-Time Student _____ Full-Time Student _____

Have you talked to anyone at school about admission requirements? No ____ Yes ____ Who _____

Overall, was the slide/tape presentation helpful to you? Yes ____ No ____

The categories below summarize the content of the slide/tape presentation. Place a checkmark (✓) in the column next to each category if your answer is yes to each question listed below.

Is this new information for you?	Is the information helpful to you?	Would you like to know more about the application process?*	CATEGORIES
			Application Form
			• Serves as formal request to attend ACC
			• Starts your student record file
			• Information requested includes: legal name, legal address, starting date, social security number, educational plans
			Health Form
			• Confidential
			• Resource for help when ill or injured
			Transcripts
			• High school transcript required
			• GED scores acceptable
			• Transcripts from colleges attended
			• How to get your transcripts
			Types of Programs Offered
			• Two-year Associate in Applied Science
			• Transfer program
			Career Planning Interview
			• Appointment requested in acceptance letter
			• Review educational plans
			• Look at choice of major and review courses
			• Assigned an academic advisor
			Testing
			• Does not affect admissions
			- ACT or CPP required for full-time students
			- Tests given periodically
			• All students encouraged to take Nelson-Denny Reading Test or Math Placement Test
			- Given during orientation

Is this new information for you?	Is the information helpful to you?	Would you like to know more about the application process?*	CATEGORIES
			Testing (Continued)
			- Used in course and program planning
			- Identifies weaknesses
			- Identifies strengths for advanced credit
			Financial Aid Program
			• Grants--do not pay back
			• Work study--do not pay back
			• College or financial institutional loan--repaid after you finish college
			• Scholarships
			• Veterans benefits
			• Dislocated workers program
			• Vocational rehabilitation
			Where To Go For Help
			• Counselor
			- Identify a program
			- Career planning interview
			- Financial aid
			- Questions on application and health forms
			• Admissions Office staff
			- Questions on application form
			- Questions on health form
			- Questions on how to obtain transcripts

Comments:

*Would you like for someone from ACC to contact you regarding the application process? If so, make an appointment with the Counseling Office or leave information where you can be reached.

ACADEMIC ADVISING CHECKLIST

Please take a few minutes and complete this form. We will use this information to determine how helpful the slide/tape presentation has been for you. After you have completed the form, return it to the Counseling Office and keep the attached copy for your personal use. Thank you for your help.

Date: _____ First Time ACC Student: ____ Yes ____ No Age: _____

Sex: ____ M ____ F Single _____ Married _____ Divorced _____ Widow(er) _____

Employed _____ Unemployed _____ Part-Time Student _____ Full-Time Student _____

Have you been assigned an academic advisor? Yes ____ No ____ Why not _____

Overall, was the slide/tape presentation helpful to you? Yes ____ No ____

The categories below summarize the content of the slide/tape presentation. Place a checkmark (√) in the column next to each category if your answer is yes to each question listed below.

Is this new information for you?	Is the information helpful to you?	Would you like to know more about the academic advising process?*	CATEGORIES
			Academic Advising
			• Help from faculty - Plan for educational goals - Reach goals
			Assignment of an Advisor
			• According to program interest
			• You are assigned to an advisor
			• Remain with same advisor while at ACC
			Change of Advisor
			• Change in major
			• Request by you to division head or counseling staff
			Difference Between Academic Advising and Counseling
			• Advisor responsible for encouraging you to achieve in subject areas
			• Advisor steers progress toward graduation
			• Counselor helps in general career planning
			• Counselor helps with personal, social, financial aid, and emotional problems
			Basic Responsibilities of Academic Advisor
			• To help you - Plan courses to meet graduation requirements - With the pre-registration process each semester - Add or drop courses - Make changes in your schedule - Follow the proper withdrawal procedures - With problems such as finances, study habits, or when you are upset because of a course or instructor - Will refer you to the proper person for special help - Begin the graduation application form - Choose a college for transfer - Assist the Placement Office in exploring employment opportunities for you

Is this new information for you?	Is the information helpful to you?	Would you like to know more about the academic advising process?*	CATEGORIES
			Information Advisor Will Have About You
			• ACC Math Test scores
			• Nelson-Denny Reading Test scores
			• High school transcript or GED scores
			• Application form
			• ACT or CPP Test scores
			• Copies of transcripts from other colleges or transcript evaluations
			• Copy of your grades after each grading period
			Credit Hour
			• All college work done in terms of credit hours
			• Need a specific number of credit hours to graduate
			• Credit hour represents the number of class hours a course meets during one week
			• Tuition based upon number of credit hours each term
			• Grade point average calculated from grades you earn times the credit hours for each course
			Trial Schedule
			• Use schedule of classes and trial worksheet to develop trial schedule
			• Use required courses for your major in college catalog
			• Courses presented in order you should take them
			• On the trial schedule fill in - Request number for courses you take first - Course prefix - abbreviation for course title - Course number, section number, credit hours, and subject - Day and hour course meets, room number, and instructor's name - May want to consider developmental courses - Consider testing for advanced credit - Advisor approves - Information filled out on class schedule cards

(over)

Is this new information for you?	Is the information helpful to you?	Would you like to know more about the academic advising process?*	CATEGORIES
			<u>How Your Advisor Can Help You Get Started in School</u> • Aid you during admissions period by helping you understand - Your major - Learning requirements - Occupational outcomes • Reviews your trial schedule • Discusses your courses with you • Helps you complete the class schedule cards • Signs your class schedule cards • Covers policies and procedures related to registration <u>When Should You See Your Advisor</u> • Don't wait for a problem • Touch base periodically • It is your responsibility • Check advisor's office hours posted on door • Call or stop to make an appointment • If your classes conflict with advisor's office hours, make appointment through faculty's secretary

Comments:

*Would you like for someone from ACC to contact you regarding the academic advising process? If so, make an appointment with the Counseling Office or leave information where you can be reached.

REGISTRATION PROCESS CHECKLIST

Please take a few minutes and complete this form. We will use this information to determine how helpful the slide/tape presentation has been for you. After you have completed the form, return it to the Counseling Office and keep the attached copy for your personal use. Thank you for your help.

Date: _____ First Time ACC Student: ____ Yes ____ No Age: _____

Sex: ____ M ____ F Single _____ Married _____ Divorced _____ Widow(er) _____

Employed _____ Unemployed _____ Part-Time Student _____ Full-Time Student _____

Overall, was the slide/tape presentation helpful to you? Yes ____ No ____

The categories below summarize the content of the slide/tape presentation. Place a checkmark (✓) in the column next to each category if your answer is yes to each question listed below.

Is this new information for you?	Is the information helpful to you?	Would you like to know more about the registration process?	CATEGORIES
			Purpose of Registration • Become formally enrolled in courses for credit
			Steps in Registration Process • Report to Station 1 to determine eligibility • Pick up registration materials at Station 1 • It is better to meet with your advisor, plan your schedule, and have it approved prior to registration • Meet with your advisor if you have not already done so • Plan schedule with advisor • Specific steps to follow on sheet attached to schedule of classes • If you have questions check with people at each station about what to do next • If a course is filled, work out new schedule with your advisor for approval
			Important Things to Know About Registration Process • Schedule cards to be filled out completely and accurately • Complete an Optical Scan Sheet accurately to avoid any mix-up in your schedule card or confusion during the first several days of school • At the end of registration process tuition and fees must be paid
			Tuition • Part-time students based on credit hours registered for • Full-time students pay flat rate • Determine amount of tuition in advance of registration • To determine cost check with Student Services Office or your advisor • Authorization form needed by students paying with financial aid

Is this new information for you?	Is the information helpful to you?	Would you like to know more about the registration process?	CATEGORIES
			Change in Classes • Cannot make a change until first day of class • Use add/drop form to change a class • Work with advisor • Need advisor's approval as well as instructor's approval • Once approved, return to Student Services Office • Pay more tuition if class added • Receive refund if class is dropped and no longer a full-time student • Use add/drop form if you withdraw from all classes • Financial aid students check with that office before dropping a course
			Add/Drop Process • Tied to college record system • If not used to withdraw can end up with failing grade as part of college record • Drop or withdraw through first ten calendar days, will not appear on your records • Withdraw up to and including the date of mid-term, or eight weeks, with a W grade • After mid-term and through last day of semester may request W grade, given at discretion of instructor • Only need to fill out application form when you withdraw in good standing and return later • College catalog good source on procedures

(over)

Is this new information for you?	Is the information helpful to you?	Would you like to know more about the registration process?*	CATEGORIES
			Starting as a New Student • New classes, new instructors, and new classmates may - Create a bit of excitement in you - Make you a little anxious or nervous • Don't get discouraged - Enthusiasm will start to climb once you prove to yourself you can do it - If you do, talk with advisor or Student Services personnel
Comments:			

*Would you like for someone from ACC to contact you regarding the registration process? If so, make an appointment with the Counseling Office or leave information where you can be reached.